

# ***Building Blocks for a Healthy Future: Facilitator's Manual***

## **INTRODUCTION**

This Facilitator's Manual provides a framework upon which you can build your *Building Blocks* workshop. As with any framework, you can manipulate the concepts to fit your session timeframe, your audience, your location, and your training style.

Our framework includes:

- An overview of *Building Blocks* to give you background and information to incorporate into your presentation and to help you answer participants' questions.
- Steps to help you get started, from tips on being a successful facilitator to setting the agenda and setting up the room.
- A step-by-step training plan to get participants involved as they learn how to use *Building Blocks* as parents, caregivers, teachers, or administrators.

We have provided training tools for you to use, including:

- PowerPoint presentation slides (including speaker notes) and matching overheads, in case technology fails.
- Lists of equipment and materials you'll need at the workshop.
- Participant booklets that include handouts for all sections of the workshop.
- Complete kits of *Building Blocks* materials for yourself and your participants: Family Guide, Activity Book, Know Kit Cards (3–4 and 5–6), Character Cards, ABC Coloring Book, and music CD.

## OVERVIEW

These frequently asked questions provide an easy overview of *Building Blocks for a Healthy Future*. This information also is included in the PowerPoint presentation and notes to help you present the information to workshop participants. Of course, the best way to gain a full understanding of *Building Blocks* is to go through the kit on your own.

### *What is Building Blocks for a Healthy Future?*

*Building Blocks* is a program created by the Substance Abuse and Mental Health Services Administration's (SAMHSA's) Center for Substance Abuse Prevention (CSAP). Its goals are to:

- Educate parents and caregivers about the basics of risk and protective factors.
- Assist parents and caregivers with ways to reduce risk factors.
- Reinforce skills that will enable caregivers to better nurture and protect their children in order to reduce substance abuse and to promote healthy lifestyles.

*Building Blocks* provides the developmentally appropriate tools parents and caregivers need to help young children:

- Express their feelings and thoughts through good communication.
- Form healthy, lifelong habits and positive attitudes.
- Learn the difference between healthy and unhealthy activities.
- Practice making decisions, gain confidence, and improve self-esteem.

### *Who should use Building Blocks?*

Anyone who is involved with children ages 3 to 6—parents, caregivers, teachers, community groups—should use these materials at home, at school, or in community centers. The materials appeal to a broad range of learning styles and cultural norms.

### *How much does Building Blocks cost and how can I get the materials?*

*Building Blocks* is a Government-funded project and is free to everyone. Check out our Web site at [www.bblocks.samhsa.gov](http://www.bblocks.samhsa.gov) or call 1-800-729-6686 to order the entire kit or individual parts of the kit.

### *If Building Blocks is aimed at parents and caregivers, how does it work in a classroom situation?*

*Building Blocks* activities are perfect when working with young children individually or in small groups. The activities and suggestions are easily adapted to the classroom. All parts of the kit and specific activities have been correlated to the curriculum framework for Head Start and the National Standards for K–1.

*Building Blocks* is also an excellent tool to guide paraprofessionals who work with individual students or to help a student's parent or caregiver reinforce needed skills at home.

### *What is included in the Building Blocks kit?*

- The Family Guide is the cornerstone of the kit. It provides parents and caregivers with information about prevention and an overview of the materials in the kit and how to use them. Also included are discussion starters and activities that guide exploration and discovery.
- The Activity Book corresponds to the music CD and includes activities and games that reinforce positive, skill-building behaviors. It is divided into ages 3–4 and ages 5–6.
- The ABC Coloring Book provides simple coloring activities that reinforce pre-reading skills, including letter recognition and alliterative language.
- The Know Kit Cards, divided into 3- to 4-year-old and 5- to 6-year-old sets, feature age-appropriate discussion starters and activities that parents and caregivers can use with their children.
- The Character Cards provide children the opportunity to “bond” with the characters and to validate their own feelings and actions based on what the characters like to do and how they feel about themselves and others.
- The music CD, with its funny lyrics and toe-tapping music, captures the imagination and puts the lessons of the Activity Book into rhymes and rhythms that will reinforce healthy behaviors.

### *What is the research rationale for Building Blocks?*

In more than 20 years of research, the National Institute on Drug Abuse (NIDA), has found that the most critical areas for prevention programs are building positive family and peer relationships.

The major precepts of the *Building Blocks* prevention program relate directly to what NIDA researchers and substance abuse prevention professionals call family-related “protective factors,” situations and conditions that decrease a child’s chances for engaging in drug-related and other risky behaviors.

The Friends are characters specifically developed to appeal to 3- to 6-year-olds. Their physical appearance and their names and characteristics address diversity while stressing inclusiveness.

### *What is the educational and philosophical foundation for Building Blocks?*

*Building Blocks* is built on six action steps for parents and caregivers.

1. Good Talking, Good Listening encourages parents and caregivers to establish and maintain good communication with their children by talking with them in a positive, caring manner to foster warm relationships and build strong, positive bonds within a pro-social family.
2. Time With Your Kids encourages parents and caregivers to get involved and stay involved with their children through day-to-day activities at school, home, and other environments. Setting aside special time with children when they are younger will develop a habit that will likely continue as children grow.

3. Living With Rules helps parents and caregivers set clear rules of conduct and enforce them with consistency and appropriate consequences. Setting rules and helping children understand the consequences of not following the rules sets a pattern of responsible behavior.
4. Walk the Walk helps parents and caregivers understand that being a positive role model for children means modeling a healthy lifestyle and avoiding illegal, unhealthy, or dangerous drug use.
5. Kids With Kids encourages parents and caregivers to teach children to choose friends wisely by helping them develop strategies to feel comfortable, develop leadership skills, and act appropriately in social situations. As a result, children are more likely to make their own choices rather than follow inappropriate behaviors.
6. Show and Tell guides parents and caregivers to monitor children's activities with friends and parents at school and in other places; set up regular check-in routines; and provide structured, healthy activities.

## GET STARTED

Consider each of these areas as you prepare and set up the logistics for your *Building Blocks* workshop.

**Time:** This is a full-day workshop. If you'll be providing a continental breakfast, start at 8:00 a.m. to allow time to meet and eat; otherwise, start at 8:30. These times can be adapted to a later start and ending, but there is a lot of information, and participants need time to interact with the materials and with each other.

Here's a sample timeframe:

8:00	Continental Breakfast and Registration
8:30	Introductions and Icebreaker
9:25	Concept and Breakout: Risk and protective factors through case studies
10:35	Break
10:50	Concept and Breakout: <i>Building Blocks</i> materials
12:25	Lunch
1:25	Concept and Breakout: <i>Building Blocks</i> materials, cont'd
2:25	Concept and Breakout: Action plans
2:55	Break
3:05	Concept and Breakout: Action plans, cont'd
3:35	Q & A
4:05	Evaluations and Goodbye

**Room:** The ideal setup is 4 to 5 round tables with comfortable chairs for about 30 participants. Round tables make it easier for participants to work together and to angle chairs to face the facilitators, the screen, and the board.

It's most important, however, to have tables of a proper shape and size so that participants can lay out their materials and work in small groups. Allow room between tables for ease of movement and easy access to and from the front of the room.

### Equipment:

- Screen, computer, and LCD projector or overhead projector.
- CD player and speaker (or you can use the computer and its speakers).
- Chalkboard and chalk, a wipeboard with erasable pens, or chart paper and an easel with markers.

### Materials:

- Name tags or table cards and markers.
- PowerPoint presentation disk or overheads made from the slides.
- *Building Blocks for a Healthy Future* kits—one for each participant and facilitator.
- Participant booklets.
- Large springs—one that is very resilient and one that can be bent out of shape.
- Arts and crafts materials depend on the activities selected, but should include:
  - Markers, crayons, and construction paper or poster board of different colors and sizes.
  - Scissors and glue or tape.

- Buttons, pom-poms, felt, foam or fabric scraps, needle and thread, old socks, paper plates, or craft sticks.

We've talked about the space and the stuff, but what about the people?

**Participants:** There should be 25–30 participants. Participants can be parents, caregivers, teachers, and administrators who deal with children ages 3–6. If participants are from different areas or facilities, it's best to have them come in teams of two or three so that they can share the responsibility for disseminating *Building Blocks* and helping others learn to use it.

Remember, participants will come from many cultural backgrounds and have different abilities, interests, and educational experience. Be aware of:

- Cultural values and traditions.
- Family composition.
- Geographic location.

**Facilitators:** If there are 25–30 participants, 2–3 facilitators is ideal. In this way, there will be facilitators for small groups in breakout sessions and the whole group can be divided according to participant category—parent/caregiver, teacher/administrator.

#### **Facilitation Techniques and Tips:**

- Welcome each participant as he or she comes in. Introduce yourself and be sure participants get materials and name tags. Create a warm, friendly, and positive atmosphere. **Tip:** Enthusiasm is contagious.
- Set the rules according to your facility. Talk about smoking, cell phone usage, etc. If participants are not familiar with the facility, be sure that everyone knows where restrooms, phones, and emergency exits are located.
- Keep track of time. There is a lot of information and activities to get to, so it's important to stay close to schedule. **Tip:** A kitchen timer can be great way to keep on track when you have a fixed amount of time for a given task.
- Be organized, but be flexible. If discussion or activities are not going the way you planned, but are still on track to reach your goal, let them progress.
- Brainstorming is a great way to stimulate new ideas and help people feel comfortable breaking away from the norm. Give everyone a chance to participate. Accept all answers and guide participants to discover and share their own ideas and build on the ideas of others. Always use the brainstormed ideas in some way—as a summation, as ideas for further exploration or as a compare-and-contrast list. **Tip:** If you record ideas on “Post-It” notes, you can stick the pages along the wall so that ideas are visible throughout the workshop.
- Role-playing helps people understand how others may feel or think in a given situation. It's a safe way to try out new ideas or responses. **Tip:** Be sensitive to cultural issues during role-play, and be sure to allow time for followup discussion.
- Small or large group discussion gives everyone the chance to share opinions, feelings, and ideas. The facilitator's role is to focus and record the discussion,

summarize key issues to generate more ideas, point out similarities and differences in opinion to stimulate further clarification, and encourage everyone to participate.

**Tip:** Be careful not to impose your own opinions. Remember, a good discussion does not look like a ping-pong game with the ball bouncing back and forth from the facilitator to the participants. The discussion should be more like a volleyball game, where multiple participants are involved on all sides and the facilitator simply facilitates.

- Q & A is a great way to wrap-up the workshop.

## STEP-BY-STEP

We have carefully set out the workshop plan, but all groups are different and your timeframe also may differ. Become familiar with the *Building Blocks* background and materials so that you can flex with the needs of your group.

In this Step-by-Step section, the blue paragraphs are suggested speaker notes that you can use as a guide for presenting *Building Blocks* to your workshop participants.

### 8:00 a.m.: Continental Breakfast and Registration (30 minutes)

#### Materials

**Breakfast goodies** (Be sensitive to dietary needs.)

**Participant booklets and handouts**

**Name tags**

**Registration sheets**

**Slide 1**

**Music CD**

#### Procedure

Have the *Building Blocks* music CD playing in the background, and have registration sheets, name tags, and workshop materials ready.

On the screen, show the introductory slide:

#### Slide 1: Building Blocks for a Healthy Future



This is a great time to welcome and mingle with the participants. As participants come in, introduce yourself and make sure they pick up name tags and workshop materials. Invite them to get something to eat and find a good place to sit.



## 8:30 a.m.: Introductions and Icebreaker

### Introducing the Facilitators (3 minutes)

As a facilitator, you're one of the group. This is the chance for you to make sure people know that you're excited about the program and open to new ideas.

#### Materials

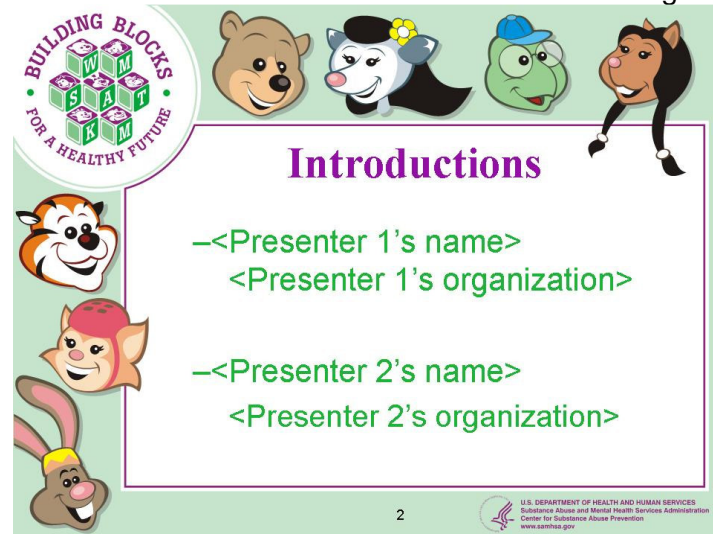
Slide 2

#### Procedure

Facilitators should introduce themselves with short anecdotes to describe why being at the workshop is important to them and how they are connected to the project. On the screen, show the "Introductions" slide to help participants see the names and credits as they are said.

#### Slide 2: Introductions

**Note:** You will customize this slide for each training session.



At this time, you should take care of "housekeeping"—explain rules for smoking and cell phones and announce locations of restrooms, phones, and fire exits.

## 8:33 a.m.: Introducing Building Blocks for a Healthy Future, the Background, Our Purpose and Objectives for the Day (15 minutes)

You are just providing the basic concepts here, so spend no more than a few minutes on this introduction to the program.

#### Materials

Slides 3–10:

#### Procedure

Introduce *Building Blocks* by discussing the background of the U.S. Department of Health and Human Services, the Substance Abuse and Mental

Health Services Administration, and the Center for Substance Abuse Prevention.

### Slide 3: Background

**Background**

- Developed by HHS/SAMHSA/CSAP
- SAMHSA's vision: "A life in the community for everyone"
- SAMHSA's mission: "Building resilience and facilitating recovery"
- CSAP's mission: "To bring effective substance abuse prevention to every community, nationwide"

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Now, we're going to introduce the "boss"—the U.S. Department of Health and Human Services.

Within Department of Health and Human Services, we work with SAMHSA, the Substance Abuse and Mental Health Services Administration, and CSAP, the Center for Substance Abuse.

As you can see from the vision and mission statements, these agencies reach out to communities nationwide to create a healthier, better educated public.

#### Slide 4: SAMHSA's Strategic Prevention Framework



The slide features a green background with a white central box. On the left, there is a circular logo with the text "BUILDING BLOCKS FOR A HEALTHY FUTURE" and a stack of colorful blocks. To the right of the logo are four cartoon animal heads: a bear, a cow, a frog, and a horse. Below the logo are three more cartoon animal heads: a fox, a cat, and a rabbit. The central white box contains the title "SAMHSA's Strategic Prevention Framework" in purple, followed by two bullet points in green text. At the bottom right, there is a small logo for the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, with the website www.samhsa.gov.

**SAMHSA's Strategic Prevention Framework**

- Matrix priority programs include substance abuse prevention and children and families
- Improve accountability, capacity, and effectiveness—ACE

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To bring its vision and mission into practice, SAMHSA created a matrix of priority programs with core priority areas that include substance abuse prevention and children and families.

Priority program areas are linked to crosscutting principles that help ensure SAMHSA's work will meet the highest standards, driven by a strategy to improve Accountability, Capacity, and Effectiveness—ACE.

By taking part in *Building Blocks*, you become part of ACE—our training and evaluation of *Building Blocks* will help us be sure our strategies and materials work!

#### Slide 5: *Building Blocks* and the SAMHSA Strategic Prevention Framework



The slide features a green background with a white central box. On the left, there is a circular logo with the text "BUILDING BLOCKS FOR A HEALTHY FUTURE" and a stack of colorful blocks. To the right of the logo are four cartoon animal heads: a bear, a cow, a frog, and a horse. Below the logo are three more cartoon animal heads: a fox, a cat, and a rabbit. The central white box contains the title "*Building Blocks* and the SAMHSA Strategic Prevention Framework" in purple, followed by four bullet points in green text. At the bottom right, there is a small logo for the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, with the website www.samhsa.gov.

***Building Blocks* and the SAMHSA Strategic Prevention Framework**

- Get communities involved in prevention
- Are based on risk and protective factors
- Allow target audiences to help reduce risk factors and to promote protective factors
- Adhere to the five-step logic orientation for meaningful prevention results

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*Building Blocks* and the SAMHSA Strategic Prevention Framework get communities involved in prevention through schools, daycare providers, faith

communities, the medical community, and parents and caregivers. These outlets can use the *Building Blocks* materials to promote early childhood prevention.

The materials are based on current knowledge of risk and protective factors. They allow target audiences to develop personal or community-level strategies to reduce risk factors and promote protective factors to prevent substance use and foster healthy lifestyles for children ages 3 to 6.

*Building Blocks* adheres to the five-step logic orientation for meaningful prevention results:

- The program profiled the needs of children ages 3 to 6 and what would work in an early childhood substance abuse prevention program.
- *Building Blocks* introduced training to the community through partnerships with the National Head Start Association and the National Association of Elementary School Principals.
- The kit materials form the prevention program.
- Through dissemination and additional trainings, the program will be implemented in communities across the country.
- The evaluation phase is in development.

#### **Slide 6: Introducing...Building Blocks**

Introduce *Building Blocks* and set the goals and objectives for the workshop.



*Building Blocks* provides a forum for children to express their feelings and thoughts as they play and work with parents, caregivers, and friends.

This program helps children form healthy, lifelong habits and attitudes about exercise, healthy eating, friendships, and responsibility. It allows them to see all available choices and encourages them to make healthy choices.

*Building Blocks* provides activities and suggestions to help you help children make healthy decisions, gain confidence, and improve self-esteem.

## Slide 7: How Does Building Blocks Work?

The slide features a green background with a white rectangular box in the center. At the top left, there is a circular logo with the text "BUILDING BLOCKS" and "FOR A HEALTHY FUTURE" around a stack of colorful blocks. To the right of the logo are four cartoon characters: a brown bear, a white cow with a yellow flower, a green frog, and a brown horse. To the left of the central box are three more cartoon characters: a white dog, a pink cat, and a brown rabbit. The central box contains the title "How Does Building Blocks Work?" in purple, followed by the text "All the parts and pieces..." and a bulleted list of the kit's components. At the bottom right of the slide is a small logo for the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, with the website www.samhsa.gov.

**How Does *Building Blocks* Work?**

All the parts and pieces...

- Family Guide
- Activity Book (3–4, 5–6)
- ABC Coloring Book
- Know Kit Cards (3–4, 5–6)
- Character Cards
- Music CD
- Web site

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Now that we've talked about *Building Blocks* in a broad sense, let's introduce it more specifically. You have a kit in front of you. Let's look at each item.

- The Family Guide is the cornerstone of the kit. It provides parents and caregivers with information about prevention and an overview of the materials in the kit and how to use them. Also included are discussion starters and activities that guide exploration and discovery.
- The Activity Book corresponds to the music CD and includes activities and games that reinforce positive, skill-building behaviors. It is divided into ages 3–4 and ages 5–6.
- The ABC Coloring Book provides simple coloring activities that reinforce pre-reading skills, including letter recognition and alliterative language.
- The Know Kit Cards, divided into 3- to 4-year-old and 5- to 6-year-old sets, feature age-appropriate discussion starters and activities that parents and caregivers can use with their children.
- The Character Cards provide children the opportunity to “bond” with the characters and to validate their own feelings and actions based on what the characters like to do and how they feel about themselves and others.
- The music CD, with its funny lyrics and toe-tapping music, captures the imagination and puts the lessons of the Activity Book into rhymes and rhythms that will reinforce healthy behaviors.



## Slide 8: Web Site

The slide features a green background with a white border. In the top left corner is a circular logo with the text "BUILDING BLOCKS FOR A HEALTHY FUTURE" around a stack of colorful blocks. Along the top and left edges are cartoon animal heads: a bear, a cow, a frog, a horse, a tiger, a cat, and a rabbit. The main content area is a white box with a purple border. Inside, the text "Building Blocks Web Site" and "www.bbblocks.samhsa.gov" are in purple. Below this is a green bulleted list. At the bottom right is a small U.S. Department of Health and Human Services logo and text.

**Building Blocks Web Site**  
**www.bbblocks.samhsa.gov**

- Site features fun activities and new ideas that parents and caregivers can use with children
- Join the *Building Blocks* Bulletin to get regular e-mail updates!


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Get the scoop on *Building Blocks* by visiting the *Building Blocks* Web site on a regular basis. You can play games with your children, read articles on relevant topics, and get additional news and updates.

Join the *Building Blocks* Bulletin at [http://bblocks.samhsa.gov/\\_usercontrols/listservejoin.aspx](http://bblocks.samhsa.gov/_usercontrols/listservejoin.aspx) to get regular e-mail updates about the latest *Building Blocks* news.

## Slide 9: Goals

The slide features a green background with a white border. In the top left corner is a circular logo with the text "BUILDING BLOCKS FOR A HEALTHY FUTURE" around a stack of colorful blocks. Along the top and left edges are cartoon animal heads: a bear, a cow, a frog, a horse, a tiger, a cat, and a rabbit. The main content area is a white box with a purple border. Inside, the word "Goals" is in purple. Below this is a green bulleted list. At the bottom right is a small U.S. Department of Health and Human Services logo and text.

**Goals**

- Educate parents and caregivers about the basics of risk and protective factors
- Assist parents and caregivers with ways to reduce risk factors
- Reinforce skills that will enable caregivers to better nurture and protect their children in order to reduce substance abuse and to promote healthy lifestyles

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*Building Blocks for a Healthy Future* is for parents and caregivers of children 3 to 6. Its goal is to educate parents and caregivers about the basics of prevention so that they can nurture and protect children and help them develop healthy, pro-social behaviors and attitudes. It aims to make children of the future risk-resistant rather than at-risk.

## Slide 10: Today's Objectives

**Today's Objectives**

**Participants will...**

- Examine risk and protective factors
- Focus on prevention for young children
- Explore *Building Blocks* materials
- Discover and share ways to use the materials
- Create action plans

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Our purpose today is to provide information and tools to implement *Building Blocks* with your children, with your students, and within your school and community.

This is not a sit-and-listen workshop—you'll be on your feet and using your hands and heads as you:

- Examine risk and protective factors in community case studies through team discussion and group presentations.
- Focus on prevention for young children, ages 3 to 6, through brainstorming and role-play.
- Use hands-on activities to explore *Building Blocks* materials—the Family Guide, Know Kit Cards, Character Cards, ABC Coloring Book, music CD, and Activity Book.
- Discover and share appropriate and innovative ways to use the materials in many settings—at school; at home; in community groups; and with national curricula, standards, and your own lesson plans.
- Create action plans for disseminating, implementing, and promoting *Building Blocks*.

### 8:48 a.m.: More Introductions (2 minutes)

*Building Blocks* is focused around its wonderful characters, Wally Bear and Friends. Get them into the act early.

#### Materials

Flash presentation  
Slide 11

#### Procedure

##### Flash game

Help focus participants on the characters, their names, and their interests by playing the interactive Flash game and having the characters introduce themselves. Let participants know that this is one of the interactive games on

the Web site (<http://www.bblocks.samhsa.gov/Children/Younger/default.aspx> --the Smile at Your Neighbor game).

### Slide 11: The Friends



Now it's time to meet our furry friends who help all of us engage children in activities, songs, dance, and games.

**Note:** To play the game, click and match the parts of the characters to the whole character so that each one will introduce him- or herself.

### 8:50 a.m.: “Smile at Your Neighbor” (5 minutes)

It's good to get into the right frame of mind for the workshop—playful, interested, and inquisitive. After all, these materials are meant for children ages 3–6, so you should plan to elicit some of those childlike feelings during the workshop.

So, start with a song to help the participants and the facilitators get moving together.

#### Materials

**Music CD: Song #2** “Smile at Your Neighbor”

**Slides 12–18:** “Smile at Your Neighbor” (lyrics)

#### Procedure

**Music CD: Song #2** “Smile at Your Neighbor” is a great way to get everyone into the right mood. It's fast, it's happy, and it invites people to get up and move. The amount of movement depends upon your space. If there's a large space, have participants move into the space and join hands in a circle (as a whole group or in smaller groups). If space is more limited, have participants move in small groups to less congested areas of the room or stand at their places with as much room around them as possible.





**BUILDING BLOCKS FOR A HEALTHY FUTURE**

### Smile at Your Neighbor

VERSE 1:  
You've got to jump down  
Look around  
Smile at your neighbor

Oh yeah, everyone is different  
Oh yeah, everyone's a star

Oh yeah, everyone is welcome  
Oh yeah, just the way you are

(REPEAT)

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**BUILDING BLOCKS FOR A HEALTHY FUTURE**

### Smile at Your Neighbor


VERSE 2:  
You've got to spin down  
Look around  
Smile at your neighbor

Oh yeah, everyone is different  
Oh yeah, everyone's a star

Oh yeah, everyone is welcome  
Oh yeah, just the way you are

(REPEAT)

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**BUILDING BLOCKS FOR A HEALTHY FUTURE**

### Smile at Your Neighbor

CHORUS:  
Look around the room  
And what do I see?  
Beautiful faces smiling  
Back at me

Look around the room  
And what do I know?  
Lots of colors in the  
Human rainbow

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**BUILDING BLOCKS FOR A HEALTHY FUTURE**

### Smile at Your Neighbor

VERSE 3:  
You've got to jump down  
Look around  
Smile at your neighbor

Oh yeah, everyone is different  
Oh yeah, everyone's a star

Oh yeah, everyone is welcome  
Oh yeah, just the way you are

(REPEAT)

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**BUILDING BLOCKS FOR A HEALTHY FUTURE**

### Smile at Your Neighbor

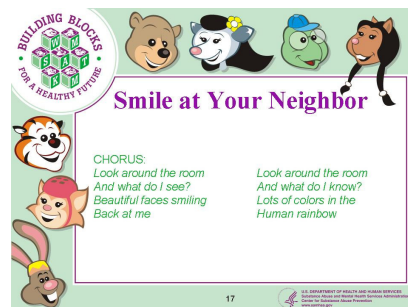
VERSE 4:  
You've got to twist down  
Look around  
Smile at your neighbor

Oh yeah, everyone is different  
Oh yeah, everyone's a star

Oh yeah, everyone is welcome  
Oh yeah, just the way you are

(REPEAT)

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**BUILDING BLOCKS FOR A HEALTHY FUTURE**

### Smile at Your Neighbor

CHORUS:  
Look around the room  
And what do I see?  
Beautiful faces smiling  
Back at me

Look around the room  
And what do I know?  
Lots of colors in the  
Human rainbow

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**BUILDING BLOCKS FOR A HEALTHY FUTURE**

### Smile at Your Neighbor

VERSE 5:  
You've got to jump down  
Look around  
Smile at your neighbor

Oh yeah, everyone is different  
Oh yeah, everyone's a star

Oh yeah, everyone is welcome  
Oh yeah, just the way you are

(REPEAT)

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**Circle dance:** If a circle dance is possible, follow these directions:

At each verse, do the actions—jump down, look around; spin down, look around; or twist down, look around. When the song says “smile at your neighbor,” try to catch someone’s eye and smile; when the song says “smile and say ‘hello’,” wave at someone.

At the first two “Oh yeah’s,” join hands and walk in a circle to the left. At the second two “Oh yeah’s,” walk in a circle to the right.

At the chorus, stop, face into the circle, and look and smile at everyone. Or, if you want to be more sophisticated, try to “do-si-do.” (Have every other person face the person to their right and join right hand to right hand. Then, walk from person to person in rhythm with the music, joining right hand to right hand, left hand to left hand. Remember, messing up or missing steps is part of the fun!)

**In limited space:** If space is limited, participants can clap hands and sing along with the CD lyrics on the screen, or follow these steps:

At each verse, do the actions—jump down, look around; spin down, look around; or twist down, look around. When the song says “smile at your neighbor,” try to catch someone’s eye and smile; when the song says “smile and say ‘hello’,” wave at someone.

At the first two “Oh yeah’s,” walk up to someone and shake hands. At the second two “Oh yeah’s,” walk up to someone different and shake hands.

At the chorus, stop, look, and smile at everyone whose eye you can catch.

**Tip:** No matter how you choose to dance, be sure that each facilitator participates in the dancing.

**Wrap-Up:** Ask “What is ‘healthy’ about this song?” (With just one song, *Building Blocks* helps children get physical, practice following directions, increase self-confidence, feel outgoing, and appreciate diversity.)

### **8:55 a.m.: Introduce Yourself: “Break the Ice” (30 minutes—may vary depending on the number of participants)**

The purpose of the icebreaker is to help participants get to know each other and feel comfortable working together. It’s best to have participants move around the room and talk to people they might not know or with whom they don’t usually work or socialize. This icebreaker also gets participants familiar with the product—the characters and Character Cards.

#### **Materials**

**Two to three sets of Character Cards** (one card per person). Be sure that for every character’s #1 card, there’s a #2 card.

**3x5 card and pen** for each participant

#### **Procedure**

Distribute a Character Card and a 3x5 card to every person. Be sure you’ve shuffled the Character Cards well, so that participants have to move around the room to find their partners. (Facilitators should participate in this activity. If there’s an even number of people, everyone will work in pairs. If there’s an uneven number, create one group of three.)

Tell each person to find his or her match. For example, if a person has a “Kristi Kitty Card 1,” he or she would look for a “Kristi Kitty Card 2.”

Once everyone finds a match, allow 2 to 3 minutes for the interviews. On the 3x5 card, each person should write down the following about their partner:

- Name and occupation (and where he or she is from if a variety of facilities are represented).
- Answers to the questions that appear on the Character Card. For example, if you held “Kristi Kitty Card 1,” you would ask:
  - How do you like to get from place to place?
  - What’s your favorite sport?
  - What are your favorite clothes?
  - What’s your worst fear?

- What is your favorite thing to say, or what do you hear yourself say often?

If you held “Kristi Kitty Card 2,” you would ask:

- What do you daydream about?
- What is your favorite activity?
- What is your favorite food?
- What is one of your special qualities?
- What do friends say about you?

When the interviews are complete, have each partner introduce the other to the whole group.

**Note:** If time is short or you have more than 30 participants, rather than ask all of the questions on the card, ask only the last two on each card.

## **9:25 a.m.: Prevention—Risk and Protective Factors**

### **Community Profiles (30 minutes)**

In this section of the workshop, you want participants to become aware of the impact of risk and protective factors on prevention as well as our ability to help build risk-resistant young people.

### **Materials**

**Slides 19–24:** (See “Tools: PowerPoint Presentation” for speaker notes and slides.)

**Two springs or “spring people”** (See notes for slide 19.)

**Participant booklets** (Community profiles and risk and protective factors checklists)

### **Procedure**

Start with a brief introduction to the concept of resiliency. Use two springs, one very resilient and the other bent out of shape, to illustrate the concept.

Then, tell participants that they’re going to become “community detectives” or “super sleuths” in four fictitious communities to discover the risk and protective factors that impact prevention. Risk factors make the potential for substance abuse more likely; protective factors are associated with the reduced potential for substance abuse.

## Slide 19: Basics of Prevention



As teachers and leaders, you help build risk-resistant children every day.

- You give them skills to understand the world around them.
- You help them solve the little problems—from tying their shoes to figuring out the best way to share toys.
- You help them learn to make decisions—from choosing cheese toast for lunch to deciding that the sliding board is a risk they can take.

Show two springs or spring people. (**Note:** To make “spring people,” attach a head, hands, and feet to each spring—one very resilient, one easily bent out of shape.)

Each one of these simple tasks builds self-confidence and improves self-esteem. This makes our children resilient. Look at this spring—here’s a child facing turmoil at home or difficulty in school. Every difficult step stretches his or her ability to spring back. Without resiliency, we have a child who cannot spring back—one who is at risk.

We want to build resilient children. (Show the resilient spring). These children may hit the same roadblocks and face the same difficult family and community situations, but they spring back. Everything we do to strengthen our children makes them more likely to stay healthy—physically and emotionally. Children have to be resilient because our world is filled with risk.

## Slide 20: Case Studies: Communities



**Case Studies**

**Communities**

- Goldendale
- Mountain Lakes
- Ryder
- South Metropolis

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You're going to be community investigators—super sleuths who find and examine data to determine the health of a community.

Your packet includes color-coded community sheets. They're easy to find. They begin on page 15 with the colored sheets. When I finish giving directions, we'll divide you into groups according to community profile. (Divide participants into four groups based on the communities.)

## Slide 21: Color-Coded Community Profiles



**Color-Coded Community Profiles**

- Overview
- Schools
- Housing
- Crime
- Recreation
- High-risk behavior

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Each community profile is divided into six sections. Each section contains clues about the risk and protective factors for that community.

## Slide 22: Community Assignment



**Community Assignment**

- Read the checklists of risk and protective factors
- Read your community profile to find and highlight risk and protective factors
- Identify examples to illustrate specific risk and protective factors
- Assign a group reporter and recorder

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You have three assignments:

1. Read the lists of risk and protective factors found right behind the community profiles.
2. Read your community profile, focusing on—even underlining—those risk and protective factors highlighted within your community.
3. Finally, work within your group to identify examples within your fictitious community that illustrate specific risk and protective factors, and complete your checklists of risk and protective factors.

Remember, we're going to have time to share our detective work, so be sure to assign a **reporter** who will be responsible for writing discussion points and examples and reporting to the rest of the group. Also assign a **recorder** who will check off the risk and protective factors on the wall charts. In this way, we'll be able to make some specific comparisons among the communities.

You have 20 minutes.

Allow about 20 minutes for small group case study discussion. Move around the room to participate with the groups or to facilitate discussion. When it looks like most groups are finishing up, give a 2- or 3-minute "warning" and then recall the large group.

9:55 a.m.: “Reporting” (30 minutes)

Slides 23 and 24: Risk and Protective Factors

**Risk Factors**

- Do you find the highest risk factors in your community profile to be within the community, family, school, or individual/peer?
- What specific things within this community may contribute to increased risk for young people?

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**Protective Factors**

- In your community profile, do the most positive, protective programs and services serve the community, family, school, or individual/peer?
- What are the strongest elements contributing to increased protection?

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Invite the reporter from each group to share risk and protective factors found in their readings. Allow time for whole group discussion to compare the communities. Have chart paper lists ready for groups to check off so that you can illustrate how the factors compare.

### Materials

**Chart paper and easel** with the risk and protective factors checklists (See “Tools: Charts and Checklists.”)

### Markers

### Procedure

Invite one reporter at a time to come up and present his or her community findings. Ask the reporter to describe the most important risk and protective factors and cite specific examples for each. At the same time, invite the recorder of the group to check off the appropriate areas on the large chart paper checklist.

Allow participants from all groups to respond to specific examples in order to help make a comparison across the groups.

### Wrap-Up

Based on the discussion and the charts, ask participants to discuss actions that communities might take that would positively impact substance abuse prevention among young people.

10:35 a.m.: Break (15 minutes)



## 10:50 a.m.: Building Blocks and Prevention Research (15 minutes)

Education is needed to counteract some of the risk factors in our communities: education for parents, young people, and community and school leaders.

In this section of the workshop, you will identify what makes an effective educational program for substance abuse prevention. Tell participants to use their PowerPoint slides to jot down notes or questions as you present the research.

### Materials

**Slides 25–28:** (See “Tools: PowerPoint Presentation” for speaker notes and slides.)

**Participant kits**

### Procedure

Introduce NIDA, the National Institute on Drug Abuse, and its 20 years of research on prevention.

#### Slide 25: NIDA Prevention Research

*Building Blocks* builds positive family and peer relationships, the most critical areas for prevention programs.



Working with our fictitious communities, we identified risk and protective factors for drug abuse. If we take a little time, we all can probably see indications of some of these same positive and negative factors in our own communities. Understanding these factors helps us select and create effective prevention programs.

In more than 20 years of research, NIDA, the National Institute on Drug Abuse, has found that prevention programs must be designed to enhance protective factors and reverse or reduce risk factors.

The most critical areas for prevention programs are building positive family and peer relationships.



If we look at the major precepts of *Building Blocks*, we can see how this prevention program meets NIDA's tested principles in all areas.

**Slide 26: Building Blocks and NIDA's "Must List"**

The slide features a green background with cartoon characters (a bear, a cow, a frog, a horse, a squirrel, a rabbit, and a pig) around the edges. In the top left, there is a circular logo with the text "BUILDING BLOCKS FOR A HEALTHY FUTURE" and a stack of blocks with letters W, M, S, A, R, M. The main title "Building Blocks and NIDA's 'Must List'" is in purple. Below the title is a list of five bullet points in green. At the bottom, there is a small logo for the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, with the website www.samhsa.gov.

**Building Blocks and NIDA's "Must List"**

- Build life skills, strengthen personal attitudes, and increase social competency
- Use developmentally appropriate interactive methods
- Give parents and caregivers appropriate skills
- Focus on the family
- Provide age-specific and culturally sensitive material

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*Building Blocks* addresses the most critical principles of NIDA-supported research.

The Friends introduce children to sports, activities, and hobbies that can last a lifetime. They help children talk about their bodies, their self-image, their feelings, their friends, and their families.

Whether children are drawing, discussing, building, imagining, counting, observing, questioning, exploring, or discovering, *Building Blocks* uses developmentally appropriate and interactive learning methods that address all learning styles.

*Building Blocks* builds parenting skills for caregivers of children ages 3–6. All materials are centered around participating *with* children, not just providing something for children to do.

*Building Blocks* focus on the family includes encouraging interactions among family members as well as helping parents and children see their individual roles in creating a healthy family atmosphere and warm relationships.

The Friends are characters specifically developed to appeal to 3- to 6-year-olds. Their physical appearance, names, and characteristics address diversity while stressing inclusiveness. Because there is a great deal of developmental difference among 3- to 6-year-olds, many *Building Blocks* activities are divided into 3–4 and 5–6 age groups.

## Slide 27: Building Blocks: Precepts

**Building Blocks: Precepts**

- Good talking, good listening
- Time with your kids
- Living with rules
- Walk the walk
- Kids with kids
- Show and tell

The *Building Blocks* materials are based on six action steps parents and caregivers can take to help children make healthy choices. These six precepts are founded on research-based messages set forth in other Center for Substance Abuse Prevention publications and are proven resiliency factors against alcohol, tobacco, and illegal drug use.

Each of these precepts relates directly to what NIDA researchers and substance abuse prevention professionals call family-related protective factors, situations and conditions that decrease a child's chances for engaging in drug-related and other risky behaviors.

1. **Good talking, good listening** encourages parents and caregivers to establish and maintain good communication with their children by talking with them in a positive, caring manner to foster warm, close relationships and to build strong, positive bonds within a pro-social family. Communication is a two-way street—we must learn to listen, not just talk to our children. Given the opportunity in a safe and warm environment, children will share their feelings, their fears, and their ideas.

2. **Time with your kids** guides parents and caregivers to get involved and stay involved through day-to-day activities at school, at home, and in other environments. Educational research shows that parental involvement in children's activities benefits students academically and socially at every age. Setting aside special time together with children when they are younger will develop a habit that likely will continue as children grow.

3. **Living with rules** provides guidelines for parents and caregivers to make clear rules of conduct and to enforce them with consistency and appropriate consequences. Setting rules and helping children understand the consequences of not following the rules sets a pattern of responsible behavior.

4. **Walk the walk** helps parents and caregivers become positive role models for children by creating a healthy lifestyle and avoiding illegal, unhealthy, or dangerous drug use. Young children like to imitate others. They need and look for positive role models—real and fictional—on which to base their behaviors. The Friends each model healthful behaviors, and caregiver interactions using the materials and information in the kit also set up model behaviors.

5. **Kids with kids** encourages parents and caregivers to teach children to choose friends wisely by helping them develop strategies to feel comfortable, develop leadership skills, and act appropriately in social situations. As a result, children are more likely to make their own choices rather than follow inappropriate behaviors.

6. **Show and tell** provides tips for monitoring children's activities through promoting relationships with friends and parents; setting up regular check-in routines; and providing structured, healthy activities.

**Slide 28: Target 3–6**

**Target 3–6**

- Children as young as age 3 may be exposed to, or are aware of, the use of alcohol, tobacco, and illegal drugs, whether in their personal lives or through the media.
- Physical, emotional, and social behaviors become habits at an early age.
- Setting up a pattern of early interaction and parental involvement provides future benefits for students academically and socially.

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Why focus on ages 3–6? Certainly there are no statistics that show that preschoolers have alcohol, tobacco, and illegal drug problems. However, there are 18 million children under age 5 in the United States, and their caregivers need support.

Children as young as age 3 may be exposed to, or are aware of, the use of alcohol, tobacco, and illegal drugs, whether in their personal lives or through the media.

Even the youngest children build habits—foods they like to eat, things they like to do, people they like to be with. If children are used to eating sugary cereal for a snack, it may be more difficult to help them select celery, peanut butter, and raisins. If they don't make a habit of getting physical exercise

when they are younger, they may not choose to move from in front of the television as they get older. If they form a habit of doing whatever their peers want to do, whether or not they know it's poor behavior, they will have a hard time resisting peer pressure as they grow older.

Research shows parental involvement in children's activities benefits students academically and socially at every age.

Set up a pattern of early interaction to develop communication skills—talk in the car or grocery store, play games together, and know how to ask questions. Develop these communication patterns early, and you not only keep the lines of communication open between parent and child throughout the growing years, but you also help your child develop good reading skills, positive self-esteem, and better communication with peers.

As a result, children will be more likely to make their own choices rather than follow inappropriate behaviors. The earlier parents and caregivers interact and get involved, the more likely they are to have risk-resistant children who will continue to make healthy choices.

## **11:05 a.m.: The Family Guide at Work**

In this section of the workshop, you'll allow time for participants to explore the content and concepts of the Family Guide through small group interaction.

### **Set the Stage (5 minutes)**

#### **Materials**

**Slides 29 and 30:** (See "Tools: PowerPoint Presentation" for speaker notes and slides.)

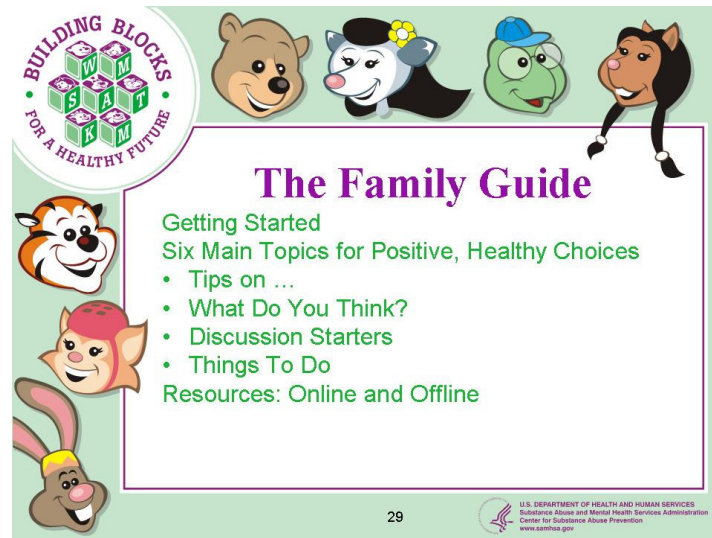
**Participant kits:** The Family Guide

**Arts and crafts materials:** Markers, poster board, construction paper, buttons, socks, pom-poms, yarn, pipe cleaners, paper plates, craft sticks, etc.

## Procedure

### Slide 29: The Family Guide

Quickly go over the concept and content of the Family Guide, the breakdown of each chapter, and what you can find in each section.



The Family Guide is the cornerstone of the materials. We used “family” in the title of the Family Guide to include all types of families—parents, grandparents, aunts, uncles, other caregivers, daycare providers, and teachers. The role of the family in all of its forms is critical in early childhood prevention. There also are many ways to adapt the Family Guide for a classroom setting.

Let’s take a closer look at the Family Guide. Flip through the Family Guide at your seat. It is set up to engage caregivers and to provide illustrative examples of good nurturing and teaching skills. The Family Guide presents an overview of the importance of early childhood prevention and family involvement, the power of the family’s influence, and a discussion of resiliency factors. It explains how each *Building Blocks* product can be used and offers suggestions for maximizing the reach and effectiveness of each product. It also provides specific examples of discussion and hands-on activities that support caregiver involvement and interaction at home, at school, or on the go.

The guide begins with Getting Started, introducing readers to the six prevention topics for healthy choices, which each form a chapter of the guide. Each chapter is divided into four subsections:

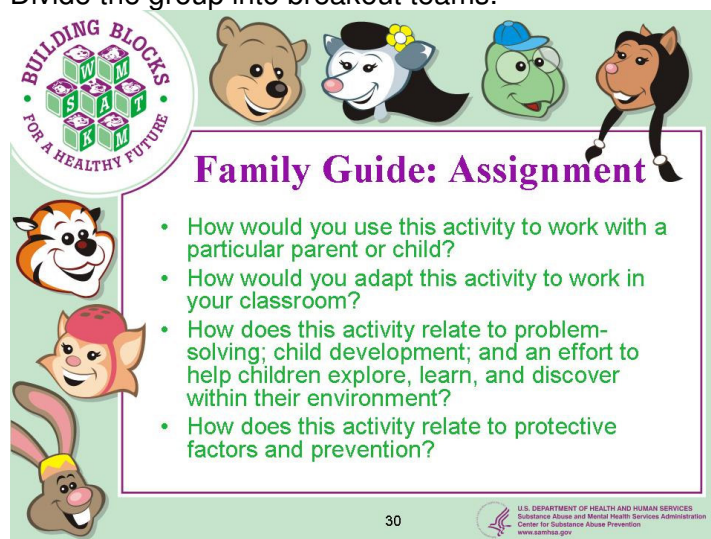
- The **Tips on...** section offers specific tips on each chapter topic—for example, Tips on Talking suggests ways to improve communication, such as asking questions that require more than a one-word answer.
- **What Do You Think?** allows readers to examine their understanding of the topic by providing scenarios and decisions to review.
- **Discussion Starters** provide questions that parents and caregivers can use to engage their children.

- **Things To Do** includes games and activities to reinforce the positive, healthy choices that children are learning.

The back of the Family Guide offers online and offline resources for parents and caregivers.

### Slide 30: Family Guide Assignment

Divide the group into breakout teams.



**Family Guide: Assignment**

- How would you use this activity to work with a particular parent or child?
- How would you adapt this activity to work in your classroom?
- How does this activity relate to problem-solving; child development; and an effort to help children explore, learn, and discover within their environment?
- How does this activity relate to protective factors and prevention?

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You and your group have about 15 minutes to explore your assigned section of the Family Guide. Then, you should select an area or activity that you would like to present to the whole group.

You might choose to role-play the “What Do You Think?” or “Discussion Starters” sections, then lead a discussion or create visual aids to teach the featured concept. Or, you might choose one or two activities from the section to demonstrate and discuss, including creating sample products, performing skits, or making posters.

No matter what you choose to share, you should be prepared to discuss:

- How would you use the activity or information with a particular parent or child or how could it be adapted to work in your classroom setting?
- How does this activity relate to problem-solving; child development; and an effort to help children explore, learn, and discover within their environment?
- How does this activity relate to protective factors and prevention?

Remember, you'll have about 15 minutes to go through your assigned section and choose a topic or activity to present. (Point out the location of the arts and crafts materials in the room. Encourage participants to ask if they need something else so that you can help find what they need or provide a substitute.)

**11:10 a.m.: The Assignment (45 minutes)**

Allow participants about 15 minutes to explore their assigned section of the Family Guide.

Allow groups about 30 minutes to prepare their presentations, including making any products or creating posters or charts.

**Note:** As the facilitator, you will have begun to understand your audience best. If they are a very independent group, you can divide them into six teams, one for each precept, with facilitators moving around the room to help focus activities or answer questions. Otherwise, you can divide them into two or three teams, one for each facilitator to lead.

However you divide the group, you'll need to make sure that someone is responsible for each chapter or precept in the Family Guide.

**11:55 a.m.: Reporting (30 minutes)**

As groups begin to present their information, be sure to allow give and take between the presenters and the audience. The purpose of these presentations is to inform, so allow for questions and answers.

Keep an eye on the time. All groups should have completed their presentations in about 30 minutes.

**Note:** There is a little leeway here. If it takes longer for groups to prepare or present, you have an extra 10 minutes. These minutes also can be used for a Q&A or to provide extra time for lunch.

**12:25 p.m.: Lunch****1:25 p.m.: The Kit and the Curriculum (60 minutes)**

The purpose of this section of the workshop is to help participants become familiar with the parts of the kit meant to be used directly with children—the music CD, ABC Coloring Book, Activity Book, Know Kit Cards, and Character Cards—and to introduce curriculum correlations.

**Materials**

**Slides 31–33:** (See “Tools: PowerPoint Presentation” for speaker notes and slides.)

**Participant kits:** Music CD, ABC Coloring Book, Activity Book, Know Kit Cards, and Character Cards

**Participant booklets:** Curriculum matrixes (Head Start Child Outcomes, K–1 National Standards), lesson plan outlines



## Procedure

Start with a game of “Who Am I?” using the Character Cards.

Use a few of the following questions and have participants use the Character Cards to guess which *Building Blocks* character you are and why. Play the game with a few of the characters.

- I’m really happy when I can tell my friend, “Go fish.”  
(Thurgood Turtle because he loves to play games. Even if a child can’t read Thurgood’s favorite things, he or she can “read” the pictures of Thurgood playing cards.)
- I see flowers dance in the breeze.  
(Mee Possum because she always wears a flower and loves to dance.)
- Music keeps me kicking.  
(Ali Rabbit because we see him playing soccer and playing a synthesizer.)
- I want to be a scientist when I grow up because I really like to look at things carefully.  
(Miguel Tiger because we see him with a magnifying glass, and he loves to discover things.)
- Sometimes I win, sometimes I lose, but I’m always in the race.  
(Sandy Squirrel, whose favorite sport is track and field, and we can see her winning a race.)
- Eat right and you’ll get that hit.  
(Wally Bear loves healthy snacks like oatmeal, and he plays baseball.)
- I see things in my daydreams.  
(Kristi Kitty because we see her daydreaming about pictures in the clouds.)

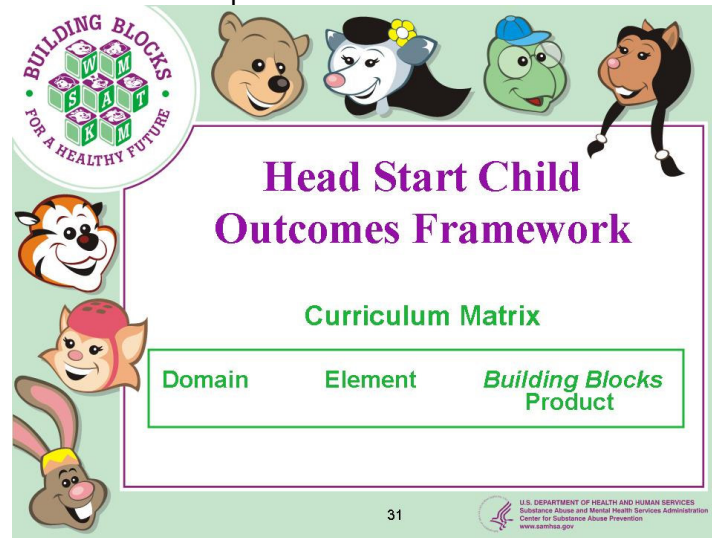
After you’ve played the game, have participants discuss the learning skills they’ve used. Would they use this game with their own children or students? Why or why not? When might they use it?

Ask a few participants to take on the “Who Am I?” role. Can they make the game more difficult for children who can read? Can they think of a different twist to the game? Do their adaptations change the skills focused on?



### Slide 31: Head Start Child Outcomes Framework

Next, direct participants to the “Head Start Child Outcomes” in their booklets. Show them the specific skills addressed in the “Who Am I?” game.



We’ve made sure that the materials support the curriculum you teach. Look at the “Head Start Child Outcomes” in your booklets. Let’s look at the specific skills addressed in the “Who Am I?” game:

- Language Development (Listening and Understanding, Speaking and Communicating).
- Literacy (Print Awareness and Concepts [picture reading]).
- Approaches to Learning (Reasoning and Problem Solving [inference]).
- Social and Emotional Development (Cooperation [game playing]).

Let’s look at a couple of the activities you presented to the group and see where they fit into the curriculum. What domain do they fit into? What element? By reading the matrix, can you see what other materials you might use to reinforce this particular element? Can you find another domain that these activities might reach?

You can see that Head Start makes sure to hit the resiliency factors outside of the academic domains through:

- Social and Emotional Development.
- Approaches to Learning.
- Physical Health and Development.

### Slide 32: National Standards K–1

Follow the same procedures for the National Standards K–1 as you did for Head Start.



*Building Blocks* also addresses the K–1 National Standards to make the materials an effective tool in public elementary schools.

“Who Am I?” fits English Language Arts (Spoken Communication, Reading Skills) and Social Studies (Individual Development and Identity). To find resiliency factors, look in Social Studies.

- Individual Development and Identity:
  - Personal changes over time related to physical development and personal interests.
  - The unique features of one’s nuclear and extended families.
  - How learning and physical development affect behavior.
  - How family, groups, and community influence the individual’s daily life and personal choices.
  - Factors that contribute to one’s personal identity such as interests, capabilities, and perceptions.
  - Work independently and cooperatively to accomplish goals.

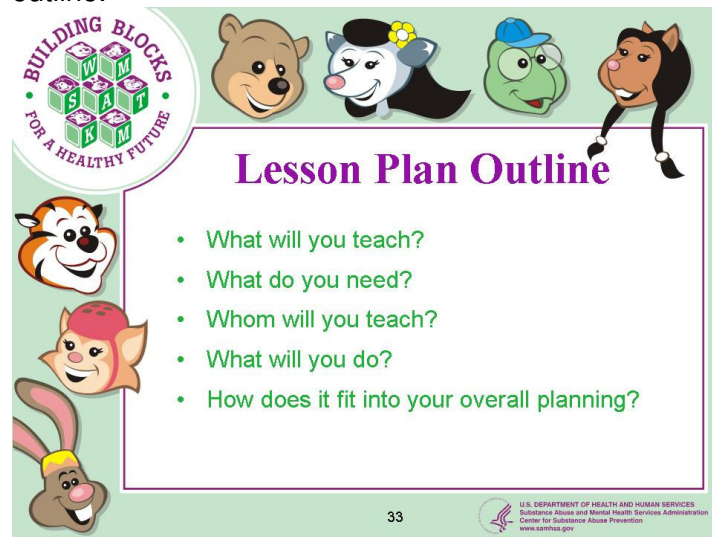
Resiliency also can be found in the Science area.

- Science in Personal and Social Perspectives (Personal Health):
  - Safety and security are basic needs of humans—being free from danger, risk, or injury; following rules; knowing whom to ask for help; and having the confidence to make healthy choices.
  - Individuals have some responsibility for their own health and personal care (dental hygiene, cleanliness, and exercise).
  - Nutrition is essential to good health—recommendations for good nutrition.
  - Different substances can damage the body and how it functions—substances such as alcohol, tobacco, over-the-counter medicines,

and illegal drugs; any substance can be harmful if used inappropriately.

### Slide 33: Lesson Plan Outline

Now, divide the group into Curriculum Teams. Each team of three or four must use at least one item in the kit to create a lesson plan. They will use the matrixes, activity suggestions, and their own creativity to fill in the lesson plan outline.



Use the lesson plan outline in your packet as you work with your group.

You may choose to work directly from the curriculum matrixes:

- Use them to decide the objective that you will teach.
- Determine which materials you'll use.
- Look at the products and decide which students will benefit most from the materials.
- Decide how you will carry out the lesson plan.

Or, you may want to start with the products:

- Choose a product first.
- Select an activity you would like to use with specific students or groups.
- Determine how you will carry out the lesson plan.
- Finally, use the matrixes to determine the skills you are addressing.

Be creative. Adapt, adopt, and add on. You may want to use more than one item from the kit. Or, you may develop a unique game based on the music, the cards, or the ABC Coloring Book. Be prepared to share your group's lesson plan ideas.

### 1:35 p.m.: Lesson Plans (20 minutes)

Allow about 20 minutes for participants to decide on an activity and write up their lesson plans.

## 1:55 p.m.: Reporting (30 minutes)

Allow about 30 minutes for reporting from each group.

**Note:** Depending on time and your participants, you may want to have them report by using the introduction or directions for the activity that they might use with young children. Or, they might work through the lesson with the group as you did with “Who Am I?”

## 2:25 p.m.: Action Plans (30 minutes)

In this section of the workshop, you will guide participants to set up plans for disseminating *Building Blocks*.

### Materials

**Slide 34:** (See “Tools: PowerPoint Presentation” for speaker notes and slides.)

**Participant booklets:** Action Plan

**Chart paper** (several sheets) titled:

Parents	Faculty in Your School	Other Schools	Community Leaders
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### Slide 34: Take Action

**Take Action**

- Parents
- Faculty in your school
- Other schools
- Community leaders

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Use the action plan chart in your packet to consider ways to get the word out about *Building Blocks* in your community. Think about these questions:

- *What are some innovative ways to reach out to parents?*  
These are free materials. How can you make sure that your students' parents get them and use them? What about other groups of parents and students with whom you come in contact—religious groups, Boy or Girl Scouts, etc.?

- *How can you spur other teachers within your group to begin using Building Blocks?*  
What's the best way to approach other staff and faculty members?
- *How can you reach out to other Head Start groups?*  
What local meetings can you attend? When and where can you present the information you're getting today?
- *Whom can you contact to get community leaders involved in disseminating Building Blocks?*  
Whom do you know? Whom do they know? What would "sell" them on supporting this program in your community?

### **Procedure**

Divide the group into several teams. Based on the make-up of your group, consider dividing into committees of coordinators, teachers, and parents or keeping local teams together. Use the action plan worksheet.

Each group should assign a recorder and a timekeeper. They have 10 minutes to brainstorm as many ideas as possible for getting the word out to the educational community—this week, this month, and this school year.

### **Reporting**

As groups begin to share their brainstorms, write their ideas on large chart paper underneath each chart heading. Group members also should add to their lists ideas that might work for them but were not discussed by their teams.

### **2:55 p.m.: Break**

### **3:05 p.m.: Get the Word Out: The Media (15 minutes)**

Working within the educational community can help disseminate *Building Blocks*, but there's another way to "get the word out" and make a big difference across the entire community. To enlist others to help eliminate risk factors and enhance protective factors in your community, you need to get the word out in the media.

### **Materials**

**Slide 35:** (See "Tools: PowerPoint Presentation" for speaker notes and slides.)

**Participant booklets:** "Press Kit": Get the Word Out—Media Outreach; Sample News Release; PSAs; Get on the Editorial Page

### Slide 35: Get the Word Out

**Get the Word Out**

- Who are the media in your community and how do you contact them?
- What is your message and how can you make it of local interest?
- How do you reach out through the media?

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U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES  
Substance Abuse and Mental Health Services Administration  
Center for Substance Abuse Prevention  
www.samhsa.gov

Reaching out to the media is the most effective way to reach out to your community.

You need an up-to-date media list:

- Local newspapers, television, and radio reporters who cover family/youth, health, and community news.
- Editors at associations, faith communities, and school newsletters/newspapers.
- Hosts and producers of local television and radio news/talk shows.
- Public service and advertising directors at television and radio stations, newspapers, and local magazines.

You're not trying to promote the broad concept of *Building Blocks* and substance abuse prevention. You want to show the relevance of *Building Blocks* to your community and how it can have an impact on creating risk-resistant children in your area.

- What are the risk and protective factors in your community?
- Find substance abuse statistics for young people in your community.
- Who are the experts in your community on health and substance abuse?
- Are there programs available to educate parents of young children? Are they working?

How do you reach out to the media? Consider:

- A media tour of your school as teachers and parents put *Building Blocks* to work.
  - A press release about this workshop and how it will impact your curriculum this fall.
  - A roundtable discussion on your community's profile of risk and protective factors and how *Building Blocks* can have an impact on the future.
  - An Eating Healthy Family Fun Fair where vendors and community groups prepare healthy foods and disseminate healthy recipes.
  - PSAs that make use of the catchy tunes and lyrics of the music CD.
- Remember, there's no copyright on this Government-produced material.



## Procedure

Introduce the concept of media outreach. Ask participants to share some of their own experiences with the media. How have they used the media successfully? When were there problems? Why?

Go over the material in the “Press Kit.”

- Tell participants they should use the media outreach chart to help them set up specific media actions—designating local people to contact, finding community statistics, and planning events.
- Talk about the sample news release and ask participants to describe ways they could personalize this release or find other slants they might use to appeal to the press.
- Consider ways to get PSAs on the air.
- Discuss topics for op-eds and letters-to-the-editor.

Be sure that each participant has decided on at least 2 ways to approach the press within the week.

## 3:20 p.m.: What’s Next? (15 minutes)

In this next section of the workshop, you’ll explain to participants what they can do in their schools and communities to get the word out about Building Blocks, how to order the materials, and how to use them in their classrooms, homes, and communities.

## Materials

**Slide 36:** (See “Tools: PowerPoint Presentation” for speaker notes and slides.)

### Slide 36: Stay in Touch!

The slide features a green background with a white border. In the top left corner, there is a circular logo with the text "BUILDING BLOCKS FOR A HEALTHY FUTURE" around a cluster of colorful blocks. Along the top and left edges, there are cartoon animal heads: a bear, a cow, a frog, a cat, a fox, a rabbit, and a dog. The main text "Stay in Touch!" is in a large, purple, serif font. Below it, there are two bullet points in green text. At the bottom right, there is a small logo for the U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services Administration, Center for Substance Abuse Prevention, with the website www.samhsa.gov.

**Stay in Touch!**

- Order materials through SAMHSA's National Clearinghouse for Alcohol and Drug Information at **1-800-729-6686** or online at **[www.bblocks.samhsa.gov](http://www.bblocks.samhsa.gov)**.
- Join the listserv at **[bblocks@shs.net](mailto:bblocks@shs.net)** for e-mail updates.

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Center for Substance Abuse Prevention  
[www.samhsa.gov](http://www.samhsa.gov)

### **3:35 p.m.: Q & A and Evaluation (30 minutes)**

Now is the time for everyone to ask final questions and to complete the evaluation forms. The evaluation form is the last page in their booklets.

Be sure participants know how to get in touch if they have further questions or need advice or extra materials.

### **4:05 p.m.: Dismissal**